

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shanel Valley Academy

CDS Code: 23 65615 0140814

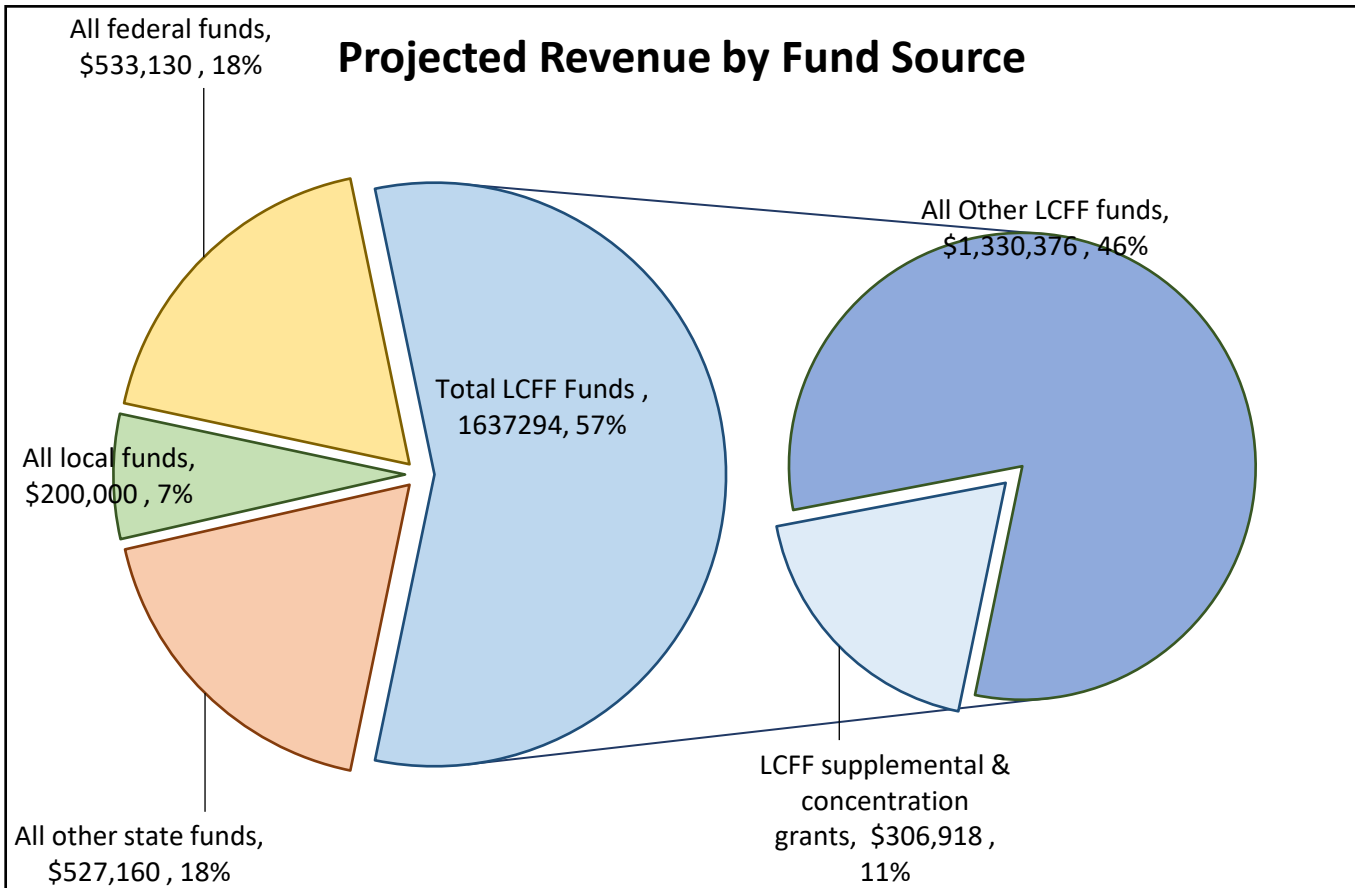
School Year: 2022 – 23

LEA contact information: Eric Crawford eric@shanelvalleyacademy.com 707 744-1489

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

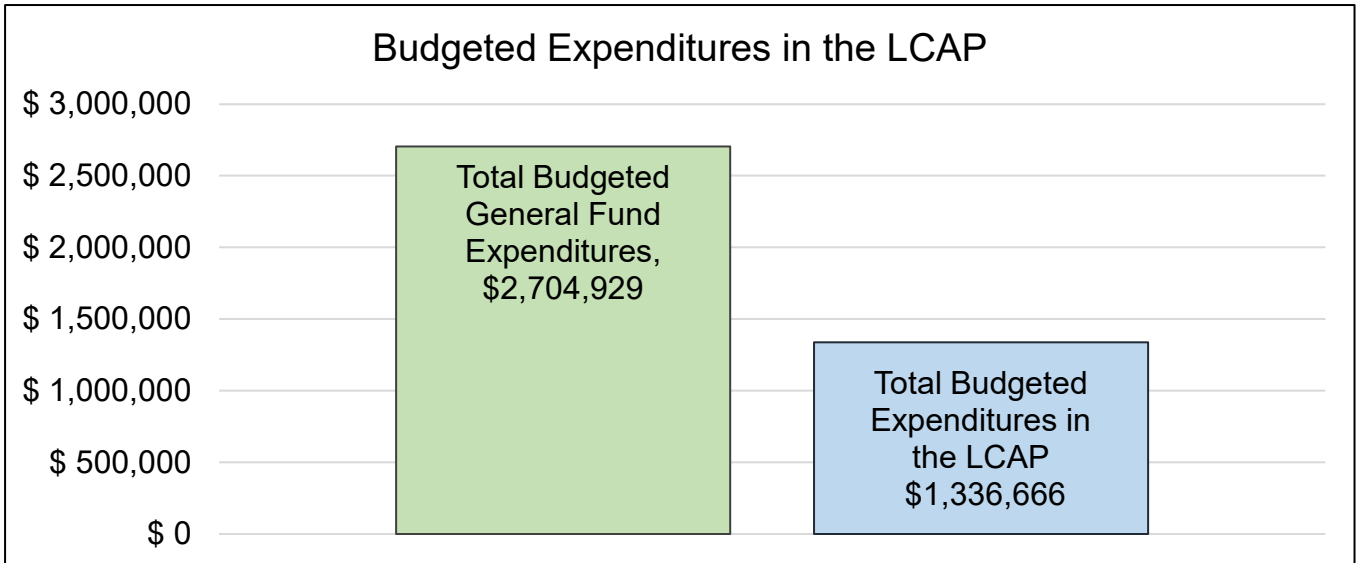


This chart shows the total general purpose revenue Shanel Valley Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shanel Valley Academy is \$2,897,584.00, of which \$1,637,294.00 is Local Control Funding Formula (LCFF), \$527,160.00 is other state funds, \$200,000.00 is local funds, and \$533,130.00 is federal funds. Of the \$1,637,294.00 in LCFF Funds, \$306,918.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Shanel Valley Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shanel Valley Academy plans to spend \$2,704,929.00 for the 2022 – 23 school year. Of that amount, \$1,336,666.00 is tied to actions/services in the LCAP and \$1,368,263.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

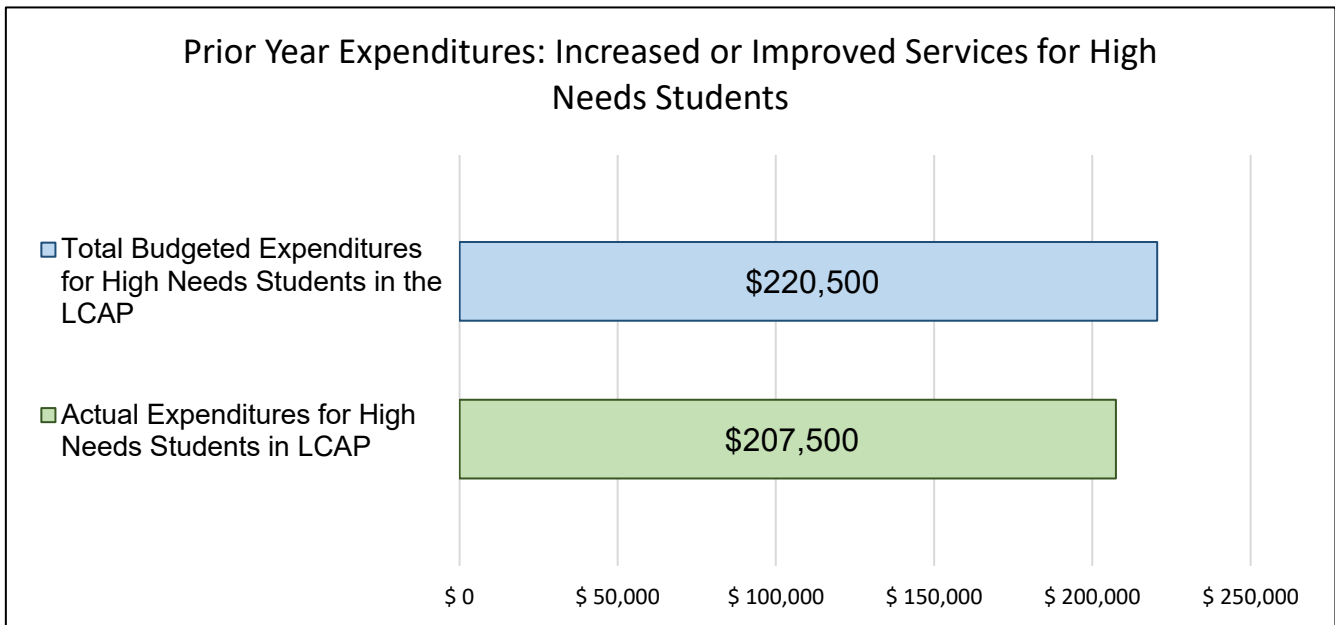
Business Office expenses, oversight fees, legal fees, insurance, equipment leases.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Shanel Valley Academy is projecting it will receive \$306,918.00 based on the enrollment of foster youth, English learner, and low-income students. Shanel Valley Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Shanel Valley Academy plans to spend \$324,496.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Shanel Valley Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Shanel Valley Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Shanel Valley Academy's LCAP budgeted \$220,500.00 for planned actions to increase or improve services for high needs students. Shanel Valley Academy actually spent \$207,500.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$13,000.00 had the following impact on Shanel Valley Academy's ability to increase or improve services for high needs students:

Due to lower than projected enrollment, we received less funding than projected. These services were still provided to high needs students using different funding sources.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------|--|
| Shanel Valley Academy | Eric Crawford, Principal | eric@shanelvalleyacademy.com 707 744-1489 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Shanel Valley Academy engaged its educational partners on the use of funds for this year during 2021. Previous engagement opportunities include Local Control Accountability Plan 2021-22: <https://www.sanelvalleyacademy.com/accountability/> (page 6)
Shanel Valley Academy did not receive any additional funds through the Budget Act of 2021 that were not included in the 2021-22 LCAP and normally would be included due to a revision of the LCAP in September 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Since the additional concentration grant add-on funding received was not sufficient to hire additional staff, Shanel Valley Academy is using the additional funding to provide additional hours for our existing paraprofessionals to provide additional direct services to students by working closely with teachers, the special education teacher, school counselor and principal to assist in delivery of standards-aligned lessons, support student achievement and promote school wide learning and climate goals.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The development of the ESSER III Expenditure Plan was first discussed with staff, Board President, and client manager over weekly planning sessions. Input was solicited from Board members and the public at a board meeting on 12/9/21. Parent input was solicited

through the LCAP community partner engagement process in May and June of 2021. Families and community members were also invited to comment on our revised LCAP, federal addendum and expenditure plans in our public hearing in September, and subsequent Board approval in the Regular September Board meeting. Additionally, the ESSER III plan was presented to the School Site Council on 11/30/21 and the Parent Advisory group on 12/8/21 and 1/11/2022. Finally, the plan went to the Board of Directors for approval on 1/20/22. At all meetings, proposed expenditures along with relevant data were reviewed and stakeholders were given the opportunity to propose revisions. In addition, strategic planning discussions regarding the school's fiscal health in its first year of operation were also taken into consideration in its development.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Shanel Valley Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with implementation of clear protocols with regards to daily health reviews, use of PPE, enhanced cleaning protocols. Any unvaccinated staff members are tested for COVID-19 twice weekly, and students have access to COVID-19 testing at any time. All students must test before returning to school after an illness. There has been no school-based transmission and no need to quarantine students. The diversion of staff time to implement these protocols and some parent resistance to masking have been the only challenges in implementing these protocols.

ESSER III expenditure plan implementation progress:

Shanel Valley Academy has been able to upgrade **technology** to ensure that students have the internet bandwidth available to access high-quality digital resources. This endeavor has brought high speed internet into the community that hasn't had this service previously. One challenge has been the delay in installation of a fiber network due to supply chain issues. The school has also been able to purchase PPE and upgrade the HVAC system to ensure students can safely return to classrooms for in-person learning.

The school has successfully implemented the **afterschool program** to include tutoring support for students who experienced learning loss due to distance learning. There are themed activities for each day of the week. The program hosts career speakers on Wednesdays to provide students exposure to programs and careers available in their community. It has been a challenge to adjust the structure of the after-school program to best meet the needs of the students. The school continues to improve the program to ensure a robust academic and enrichment opportunity for students.

The development of the **personalized learning plans** was delayed due to a delay in receiving the Chromebooks that allowed students to take the iReady assessment in ELA and Math. The teachers used this data, as well as anecdotal data on soft skills to create the personalized learning plans.

Shanel Valley Academy has changed the ESSER III Expenditure Plan **Additional Staffing Support** to Standards-aligned instruction. Due to a decrease in enrollment and less than forecast ADA, the school will use the funds to retain instructional staff and ensure small class sizes so that students get the support they need to recover from pandemic related learning loss.

Student Social Emotional Health: The school has successfully hired a counselor to support students social emotional health. The counselor does individual and some small group sessions. He also works with students around restorative practices as alternatives

to detention and suspension. The students are learning about consequences and how to restore relationships, and the teachers are learning how to implement restorative practices in their individual classrooms. The counselor's work has been integral to creating a positive school culture and climate, and as such a key piece to recruitment and retention of families and students. One challenge with supporting students social emotional health this year has been the unexpected scope of student issues.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Shanel Valley Academy is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. The plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with the Afterschool Program, Personalized Learning Plans, and Standards-Based Instruction actions that supplement the related LCAP actions (Goal 1, Actions 1-2, Goal 2, Action 3).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan Student Social Emotional Health action supplements the work previously outlined in the LCAP Social and Emotional Well-Being action (Goal 3, Action 2). The ESSER III expenditure plan Student Safety provisions actions supplement the LCAP Health and Safety action (Goal 1, Action 4).

As a new school, Shanel Valley Academy is working to standardize all our practices, procedures, and financial allocations to support the needs of our students. The school is fortunate to have the support of so many volunteers that help the school do the work when there isn't funding available to staff the necessary positions. There have been hours spent by teachers, staff, administrators, and volunteers to bring together all the components to create a positive learning environment for all students where they are encouraged to think creatively. The school is focused on supporting teachers to implement an innovative curriculum, such as Mindset Mathematics to ensure our students continue to be happy to come to school each day.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|----------------------------|--|
| Shanel Valley Academy | Eric Crawford Principal | eric@shanelvalleyacademy.com 707 744-1489 |

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Shanèl Valley Academy (SVA) is an independent charter school authorized by the Ukiah Unified School District to serve TK-8th grade students. The 2021-2022 school year was SVA’s first year of operation. SVA is a community school designed by Hopland parents, neighbors and business owners. We envision a future in which all children are honored with equitable access to high quality education, and who are empowered to become critical thinkers and effective leaders. Shanél Valley Academy is a culturally responsive, community school where all students are valued and supported. SVA’s team of educators, administrators and leaders strive for a community that demonstrates connection, compassion, collaboration, creativity and critical thinking while holding all parties to a high standard of excellence and empathy.

In the 2021-22 school year SVA served approximately 111 diverse TK-6th grade students with 23% of students identifying as Native American/Alaskan native, 31% identifying as Hispanic/Latino, and 32% identifying as White. 14% English Learners, 69% Socioeconomically disadvantaged, and 5% qualifying for special education services. The unduplicated pupil percentage is 69%.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2021-22 school year is SVA’s inaugural year, and as such there is no CA Dashboard data to reflect upon this year. We are extremely proud of the collaboration of staff, families, students, and community members to successfully open the school and adequately provide all basic services, as well as additional services to meet the multifaceted needs of our students during this difficult time two years into the COVID-19 pandemic.

We have received positive feedback from parents and community members about how much our students love going to school here. The students are excited to return to school after each weekend. The collaboration is strong amongst teachers and students at our school and thus strong relationships are formed. As a result of these strong relationships, there have been zero suspensions or expulsions so far this

year. The community is very pleased to have a school open in their community again and we have been able to hold all three of our community engagement events this year. The local assessment data from iReady indicates there are many students below grade level, but we are proud of student gains in both reading and math in all student groups across the board. We plan to continue our program as implemented this year in order to continue to build on these successes.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2021-22 school year is SVA's inaugural year, and as such there is no CA Dashboard data to reflect upon this year. Our local assessment data from iReady indicates that many students are performing below grade level in both reading and math. ELA and Math achievement are identified areas of need. The school will implement a standards-aligned instructional program in ELA and Math and provide intervention services to ensure students progress towards meeting grade level standards.

Both daily attendance at 86.97%(at P-2 reporting) and chronic absenteeism at 43.81%(at the mid-year) are also identified areas of need. Despite feedback expressing that students want to come to school, the pandemic has made regular attendance challenging for some families. We plan to refine and communicate clear attendance protocols next year and reinstitute our home visit process to follow-up with families of students in danger of becoming chronically absent.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2022-23 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

Goal 1: Shanèl Valley Academy(SVA) will maintain a safe and supportive learning environment, retain high quality teachers, and provide standards-aligned learning opportunities for all students.

Goal 2: SVA will Implement personalized learning plans developed in collaboration with families and students, that include robust opportunities for project-based, experiential learning, engagement in the wealth of cultural and natural resources in Hopland and opportunities for youth leadership and career exploration.

Goal 3: SVA will use school climate data, parent input and other educational partner feedback to ensure that SVA is a safe and supportive environment for students, all staff, families, and the community.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

SVA is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

SVA is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

SVA is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

SVA leadership and governance have intentionally sought feedback from parents, community members and experts in the field of pedagogy, governance and charter school start-up. Efforts toward this goal included public notice of board meetings, monthly community engagement events, going door-to-door to share our charter petition, disseminating a survey with proposed LCAP goals and holding several public Q&A sessions. Resulting from the input received in these forums, LCAP goals as written in the initial charter petition were narrowed down to reflect the top priorities of parents and educators in the community.

Parents provided feedback during community engagement events and in our annual community and family survey administered in May 2022.

Teachers/Staff/Administrators have provided feedback during regular staff meetings and individual meetings. Feedback was also provided by participating in our annual staff survey administered in May 2022.

SELPA or Special Education Administrator was consulted during a May 9th meeting.

The 5th and 6th grade students collected surveys from students in each grade in April and tallied the results. They were thrilled to be employed as data scientists! Classroom teachers also held class meetings to discuss student perceptions on the school community and shared their responses with school administrators.

The Hopland Band of Pomo Indians (HBPI) provided feedback by participating in our annual community and family survey administered in May 2022.

SVA evaluated its stakeholder engagement opportunities and determined civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by SVA. Likewise, SVA teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Parents/Community

Strengths: A majority (80%) of respondents reported that they feel that their children are safe at school, they feel connected to the community, and included in decision-making. Students love going to school here. The students are excited to return to school after each weekend.

Needs: More intentional systems for communication with parents and community partners around emergency procedures and planning. Increased communication with parents of English learners and alignment with Pomo Education Center.

Teachers/Staff/Administrators

Strengths: 90% of employees who responded to the survey reported feeling safe at work, included in decision-making, and an important part of delivering high quality instruction in Math, ELA, project-based learning science, Art and social studies. 100% report bringing the values of compassion and kindness to their work at SVA.

Needs: Teachers have expressed that curricular resources have not been as robust as they would have preferred. Also, they need stronger internal communications, multi-tiered systems of support, and need stronger leadership to create alignment within and across departments and roles. They expressed they would like to see increased collaboration among parents, teachers and school leadership who support restorative practices.

SELPA or Special Education Administrator

Strengths: We learned a lot this year and never gave up on our vision to provide comprehensive support for inclusion for all SVA students. SVA and Mendocino SELPA did the best we could with very limited resources available.

Needs: IEP process needs to be better defined and implemented. Partnerships with providers can be better managed, Local access to providers needs systemic improvements at scale to provide for all Mendocino County Schools

Students

Strengths: 70% of students surveyed reported feeling safe at school, 73% of students reported feeling connected to school. Broad participation from a majority of our students (81%) and youth involvement in data collection is aligned with our collaborative, student-led approach to learning and leading. Many students enjoy taking the iReady assessments.

Needs: We want 100% of SVA students to feel safe and connected to school. One suggestion from the employee survey (weekly assemblies) may be one way to address this need in the 22-23SY.

Tribal Affiliation Hopland Band of Pomo Indians (HBPI)

Strengths: Consistent and strong support from the Hopland Band of Pomo Indians (HBPI) through collaborative leadership, information sharing and decision making at the Board level continues to be positive and productive

Needs: Increased communication and alignment with families, tribal health and Tribal education coordinator and heritage officer.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Successes reflection was influenced by feedback from parents and community members stating how much students love coming to school.

Goal 1 Analysis was influenced by teacher feedback requesting more robust curricular resources. In response to teacher feedback about the need for more robust curricular resources we will continue with the Curriculum and Instructional Materials action and investigate and evaluate additional curriculum resources for possible purchase.

Goal 1 Analysis was also influenced by parents and teachers who have expressed the need for a change in the Nutrition program and the desire to bring nutrition in-house, hopefully establishing a farm to table type of program that reduces packaging and food waste. Through the new kitchens grant, we plan to address this feedback going forward.

Goal 2 analysis and the Assessments action were influenced by teacher feedback indicating that the Otus data management system wasn't meeting their needs, and it was removed from the Action description.

Goals and Actions

Goal 1

| Goal # | Description |
|--------|---|
| 1 | Shanèl Valley Academy(SVA) will maintain a safe and supportive learning environment, retain high quality teachers, and provide standards-aligned learning opportunities for all students. |

An explanation of why the LEA has developed this goal.

This goal was developed to meet the requirements outlined in State priorities 1 and 2 (basic services and implementation of state standards). Stakeholder input reinforced our strategies to meet this goal by demonstrating robust interest in our culture and climate goals, pedagogical approach and recruitment of a strong teaching and leadership team. Identifying these three basic elements of any school: learning environment, curriculum and high quality educators establishes SVA's commitment to a strong foundation of respect for students, staff and our community and reflects SVAs commitment to the responsibility of preparing students to succeed in school and life.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|------------------------------------|--|----------------|----------------|-----------------------------|
| % of core and EL teachers are properly credentialed and appropriately assigned Source: SARC | Baseline will be established 21-22 | 100% Data Year: 2021-22 Data Source: Local | . | . | 100% Data Year: 2023-24 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|------------------------------------|--|----------------|----------------|-----------------------------|
| % of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards Source: Local Data | Baseline will be established 21-22 | 100% Data Year: 2021-22 Data Source: Local | | | 100% Data Year: 2023-24 |
| % of students with access to their own copies of standards-aligned instructional materials for use at school and at home Source: SARC | Baseline will be established 21-22 | 100% Data Year: 2021-22 Data Source: Local | | | 100% Data Year: 2023-24 |
| % of students that have access to and are enrolled in a broad course of study Source: Local Data | Baseline will be established 21-22 | 100% Data Year: 2021-22 Data Source: Local | | | 100% Data Year: 2023-24 |
| Gauge that facilities meet the “good repair” standard Source: SARC | Baseline will be established 21-22 | Met Data Year: 2021-22 Data Source: Local | | | Met Data Year: 2023-24 |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1 | Standards-aligned instruction | Provide high-quality standards-aligned instruction aligned to SVA's mission and vision with an interest in student-led, experiential and project-based learning and experience designing and implementing standards-based curriculum, assessments, and equitable evaluation of students. | \$486,300 | N |
| 2 | Curriculum and Instructional Materials | <p>Provide high-quality standards-aligned curriculum and instructional materials to support delivery of curriculum, differentiation of instruction and personalized, project-based learning.</p> <ul style="list-style-type: none"> ● Paper-based curriculum ● Instructional Technology: hardware and software ● Classroom libraries ● Manipulatives | \$40,600 | N |
| 3 | Broad Course of Study | <p>Ensure all students have access and are enrolled in a broad course of study</p> <ul style="list-style-type: none"> ● Subjects include Physical Education, Science and Engineering, and the Arts ● Enrichment opportunities include outdoor education, gardening, arts, weaving, music, Hopland history and cultural heritage, field trips, guest speakers, and L-MIT's problem solving with inventing curriculum and coaching | \$5,000 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|---|-------------|--------------|
| 4 | Health and Safety | Provide a clean, healthy, and safe school environment <ul style="list-style-type: none"> ● implementation of a comprehensive school safety plan includes training all school staff, volunteers, and parents ● Cleaning ● Maintenance and improvements ● Health and safety supplies ● School nutrition program ● Facilities rent, utilities, insurance, and internet | \$210,750 | N |

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except our weaving supplies have not been used as planned for our project with Hopland history. Successes include implementation of the Playworks program that has provided Physical Education and activities, providing composting outdoor education, and arts projects. SVA has also successfully met the goal of a one to one ratio of devices to students. All teachers have computers and Smartboards and have access to the MacLab. The school library has exceeded expectations because we ended up with a volunteer three times a week who has fully resourced and cataloged everything, implementing a scanning system for inventory control. The classrooms visit the library once a week (PCSG). The children have made requests for specific titles and/or subject matter and the librarian has ordered new books based on these requests. Teachers have expressed appreciation for this resource. The school has had strong COVID protocol implementation this year which has been the source of mixed feedback from teachers, families, and the communities with some desiring strong masking and social distancing protocols and others in favor of relaxing these protocols. The school was able to successfully hire a business manager to help with insurance, legal, and facilities issues.

Some challenges include delays with getting some projects started. For example, teachers are still using small classroom printers to print instructional materials due to a shipping delay with a high-quality, high output printer. Some projects were slower to get started than originally planned. Teachers have expressed that curricular resources have not been as robust as they would have preferred. Classroom libraries are being built. Hiring maintenance personnel has been a challenge this year due to overall staffing shortages. Our parents and

teachers have expressed the need for a change in the Nutrition program and the desire to bring nutrition in-house, hopefully establishing a farm to table type of program that reduces packaging and food waste.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The differences were due to the need to reduce costs because of lower than projected enrollment.

An explanation of how effective the specific actions were in making progress toward the goal.

The Standards-aligned instruction and Curriculum and Instructional Materials actions have been successful as evidenced by 100% of curriculum materials being adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards and 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home. However, teachers have expressed the need for more robust curricular resources. The Broad Course of Study action is effective as evidenced by 100% of students with access to and enrolled in a broad course of study and 100% of core and EL teachers are properly credentialed and appropriately assigned. The Health and Safety actions effectiveness is demonstrated by the Good rating on the facilities inspection.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice. In response to teacher feedback about the need for more robust curricular resources we will continue with the Curriculum and Instructional Materials action and investigate and evaluate additional curriculum resources for possible purchase. In response to parents and teachers who have expressed the need for a change in the Nutrition program and the desire to bring nutrition in-house, hopefully establishing a farm to table type of program that reduces packaging and food waste. Through the new kitchens grant, we plan to address this feedback going forward, but are not changing the description of the nutrition program in the health and safety action.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 2

| Goal # | Description |
|--------|--|
| 2 | SVA will Implement personalized learning plans developed in collaboration with families and students, that include robust opportunities for project-based, experiential learning, engagement in the wealth of cultural and natural resources in Hopland and opportunities for youth leadership and career exploration. |

An explanation of why the LEA has developed this goal.

This goal was developed to fulfill our requirement to meet the needs of state priorities 3, 4 and 7 with the recognition that student achievement, course access and family/community engagement are deeply related. Stakeholder input from families, teachers and community members made it clear that this goal is deeply rooted in the dreams and visions that the Hopland community holds for its youth. To respond to the challenges and opportunities of the future, today’s students must be prepared to be culturally competent, collaborative, creative, resilient and self-aware. Implementing curriculum and systems to support this goal will be through collaborative efforts among caring and committed adults seeking to provide a strong start in life for SVA students. Goal #2 also supports the local priority to increase and track family engagement, incorporating community input on decision-making and planning and partner with parents and the community to provide robust learning opportunities for all students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|------------------------------------|--|----------------|----------------|---|
| iReady Reading and Math: % meeting Fall to Spring growth target Source: Local data | Baseline will be established 21-22 | Reading: 56% Math: 47% Data Year: 2021-22 Data Source: iReady | . | . | Reading: 65% Math: 60% Data Year: 2023-24 |
| EL Reclassification Rate Source: Dataquest Reclassification | Baseline will be established 21-22 | Data Not Available Yet Data Year: 2021-22 | | | 15% Data Year: 2022-23 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|------------------------------------|--|----------------|----------------|--|
| English Learner Progress Source: CA Dashboard ELPI | Baseline will be established 21-22 | Data Not Available Yet Data Year: 2021-22 | | | 55% Data Year: 2022-23 |
| ELA CAASPP Distance from Standard for all students and all numerically significant subgroups Source: CA Dashboard | Baseline will be established 21-22 | Data Not Available Yet Data Year: 2021-22 | | | 25 points below standard Data Year: 2022-23 |
| Math CAASPP Distance from Standard for all students and all numerically significant subgroups Source: CA Dashboard | Baseline will be established 21-22 | Data Not Available Yet Data Year: 2021-22 | | | 65 points below standard Data Year: 2022-23 |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
| 1 | Professional Development | <p>All teachers will receive high-quality Professional Development in teaching teams comprised of grade-alike groups (for example Tk-K, K-1st and 1st-2nd grade teachers will form one Professional Learning Circle), and they will be encouraged to set goals, develop curriculum, and support each other’s professional growth during the two hours set aside in the schedule each week for PLC meetings, professional learning opportunities to support PLC goals will be provided as well.</p> <ul style="list-style-type: none"> ● Personalized learning plans that include access to project-based, culturally inclusive curriculum ● PowerSchool, iReady, Otus/Otus Plans for data-based decision making that drive the improvement cycle of “Plan, Do, Study, Act.” ● Project-based, experiential learning ● Implicit Bias/ Cultural influences on student/parent engagement and decision-making ● Restorative practices ● Discretionary Professional development budget for teachers to further individual professional goals. ● Lead teacher and principal will support the establishment of professional learning circles among teaching teams, in addition to establishing whole staff learning circles to explore and develop common practices when appropriate. | \$8,550 | N |
| 2 | Instructional Coaching | The principal will observe and assess educators periodically throughout the school year and conduct coaching sessions to set goals and identify strategies to improve student outcomes. | \$42,000 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|---|-------------|--------------|
| 3 | Academic Support | Recruit and retain paraprofessionals who can support students with specific academic needs. Paraprofessionals will work closely with teachers, the special education teacher, school counselor and principal to assist in delivery of standards-aligned lessons, support student achievement and promote school wide learning and climate goals. | \$76,000 | Y |
| 4 | Assessments | SVA will assess students 2-3 times annually to ensure all students are making progress and to develop intervention plans for those students who are not making adequate progress. <ul style="list-style-type: none"> • i-Ready for Reading and Math • Data services | \$26,600 | Y |
| 5 | Special Education | SVA will ensure all students with special needs receive the support they need to access the curriculum and progress towards mastery of their IEP goals and the CA content standards <ul style="list-style-type: none"> • full time special education teacher who is committed to SVA's mission and vision with experience working with Native American students, understanding of reporting requirements and a demonstrated passion for inclusion. • paraprofessionals who can support students with special needs with IEP goal achievement and mastery of content standards. • Partnership and collaboration with Mendocino County SELPA | \$116,400 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| 6 | English Language Development | <ul style="list-style-type: none"> ● Principal and Lead Teacher in collaboration with parents and community members will conduct periodic assessment of ELD services to ensure they are meeting the needs of our English Learners. ● Lead Teacher will collaborate with paraprofessionals to provide designated ELD support to all English Learners ● ELD Curriculum <p>i. National Geographic Reach for Reading and Reading Panorama</p> <p>ii. Reading A-Z</p> <p>iii. Newsela</p> <p>iReady with ELD Components</p> <ul style="list-style-type: none"> ● ELD Professional Development and Coaching (Duplicate Goal 2, Action 2) will be provided to all teachers to promote high quality integrated ELD instruction within the core instructional program. | \$38,000 | Y |

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned.

Professional development was successful in providing teachers and administrators time to develop all of the components for a new school. There was a lot of planning and decision-making to be done and it is difficult to find the time to collaboratively make all of these decisions. Providing iReady and Otus Data Management professional development at the beginning of the year was overwhelming. Teachers were also trying to collaboratively determine what data points should be included in the personalized learning plans. During this work, teachers expressed that Otus was not meeting their needs for this work. This made completing the first report cards challenging. In terms of Instructional Coaching, there are several new teachers who needed more support than the school was able to provide this year. Teachers have been able to implement project-based learning as a result of their professional development time and we are seeing a lot of collaboration occurring within classrooms and across grades. Our Academic Support action has been successfully implemented with strong teacher collaboration leading to strategic placement of the paraprofessionals to best meet the needs of students. The teachers,

paraprofessionals, special education staff, and school counselor have all been very flexible and willing to make shifts to best meet the needs of students. Special Education has been a challenge this year due to staffing shortages. We were able to hire an instructional consultant to support our special education teacher and have been making efforts to collaborate with the SELPA for additional support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The differences were due to the need to reduce costs because of lower than projected enrollment.

An explanation of how effective the specific actions were in making progress toward the goal.

The Professional Development, Assessments, and Academic Support actions have been successful in supporting ELA achievement as evidenced by the iReady assessment data with 56% of students meeting growth targets in Reading. These actions have been partially effective as evidenced by 47% of students meeting growth targets in math. We do not yet have data to assess the effectiveness of the English Language Development or Special Education actions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is not making any changes to the planned goal, or desired outcomes for the coming year based on the reflections on prior practice. In response to teacher feedback, we have removed the use of Otus for data collection and analysis from the Assessments action. We are looking into revising the instructional coaching model next year to ensure all of the teachers receive the needed support, especially to support math instruction, but are not ready to change the action description until we have fully developed our plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

| Goal # | Description |
|--------|---|
| 3 | SVA will use school climate data, parent input and other educational partner feedback to ensure that SVA is a safe and supportive environment for students, all staff, families, and the community. |

An explanation of why the LEA has developed this goal.

This goal was developed to meet the requirements outlined in State priorities 5 and 6 (Student engagement and school climate) and was refined after reflection on educational partner input. State priority 8 (other student outcomes) for SVA is defined by equity: this goal is developed and will be implemented with consideration for cultural, racial, and economic biases that may affect decision-making. Support for this is reflected in actions and projects funded by additional grants received by the charter school and include curriculum reviews conducted by the Hopland band of Pomo Indians and educator coaching and training in Strengths, restorative practices and internal bias.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|------------------------------------|---|----------------|----------------|-----------------------------|
| Suspension Rate for all students and all numerically significant subgroups | Baseline will be established 21-22 | 0% Data Year: 2021-22 Data Source: SIS | | | <2% |
| Expulsion Rate for all students and all numerically significant subgroups | Baseline will be established 21-22 | 0% Data Year: 2021-22 Data Source: SIS | | | 0% |
| Average Attendance Rate | Baseline will be established 21-22 | 86.97% Data Year: 2021-22 Data Source: P2 | | | 93% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|------------------------------------|--|----------------|----------------|-----------------------------|
| Chronic Absence Rate for all students and all numerically significant subgroups | Baseline will be established 21-22 | 43.81% (as of 12/21) Data Year: 2021-22 Data Source: SIS | | | <10% |
| Family Survey Response Rate | Baseline will be established 21-22 | 14% Data Year: 2022-22 | | | 60% |
| Parent Survey: % indicating satisfaction with school safety | Baseline will be established 21-22 | 80% Data Year: 2021-22 Data Source: Parent Survey | | | 85% |
| Parent Survey: % indicating feeling connected with the school community | Baseline will be established 21-22 | 80% Data Year: 2021-22 Data Source: Parent Survey | | | 80% |
| Student Survey: % indicating satisfaction with school safety | Baseline will be established 21-22 | 70% Data Year: 2021-22 Data Source: Student Survey | | | 90% |
| Student Survey: % indicating feeling connected with the school community | Baseline will be established 21-22 | 73% Data Year: 2021-22 Data Source: Student Survey | | | 90% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|------------------------------------|--|----------------|----------------|-----------------------------|
| Teacher Survey: % indicating satisfaction with school safety | Baseline will be established 21-22 | 90% Data Year: 2021-22 Data Source: Teacher Survey | | | 90% |
| Teacher Survey: % indicating feeling connected with the school community | Baseline will be established 21-22 | 90% Data Year: 2021-22 Data Source: Teacher Survey | | | 90% |
| # of community engagement events | Baseline will be established 21-22 | 3 Data Year: 2021-22 Data Source: Local Data | | | 4 |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|--|-------------|--------------|
| 1 | Student Activities | <p>SVA will ensure a positive and supportive school culture by providing fun, enriching student activities throughout the school year for all students.</p> <ul style="list-style-type: none"> • Singing Tree Project: Unity through Creativity foundation to support in co-development of a school mural. Students gain career-ready, leadership, engineering, science, art, and project management skills, and the whole community gains public art and inspiration to dream about the possibilities for our collective future. • Student field trips incorporating community businesses and the Hopland Research and Extension Center • Spirit Week, Fitness Challenges, and Game Days | \$64,470 | N |

| | | | | |
|---|---------------------------------|---|-----------|---|
| 2 | Social and Emotional Well-being | <p>Decision-making throughout our charter development process was and continues to be collaborative including the diverse voices of our community members, local tribal Council, pillar business, families and students. To continue in this vein, Teachers will receive several hours of personalized coaching and professional development to collaboratively establish systems for positive behavior management including morning meeting, circles, and restorative conversations.</p> <ul style="list-style-type: none"> ● Utilizing the Forced Choice Positive Reinforcement Survey to help narrow down what motivates students learning/rewards ● Restorative Practices and Positive Behavior Intervention and Supports <p>1) Social Groups- Utilized as a Tier 2 when data shows a need of more interventions from the Care Team staff- Tier 2 team</p> <p>2) Restorative classroom- Bear’s Lair (forest themed, with a "campfire" to sit around) to provide a calming area for students to resolve emotional challenges or interpersonal conflicts with the support of a trained school counselor.</p> <p>3) Behavioral Passes to (Bears/Lair) for immediate positive reinforcements</p> <p>4) Conflict Managers Program</p> <p>5) Tier 1-3 behavioral implementation throughout site</p> <p>6) Team Care meetings w/staff, student and parent to discuss further needs for the well being of the student</p> <p>7) Suicide Prevention: Awareness, Prevention, Post Intervention</p> <p>8) PBIS Extrinsic/Intrinsic Rewards</p> <p>Social Emotional Learning: SVA's full-time school counselor will implement a site specific SEL curriculum that includes developing student strengths and confidence.</p> | \$102,500 | Y |
|---|---------------------------------|---|-----------|---|

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>1) Playworks Curriculum implemented school-wide: a wellness, youth leadership and physical activity program that includes supporting the development of social emotional competencies including self-efficacy and self-awareness.</p> <p>2) CASEL standards utilized for school-wide classroom management</p> <p>3) Teachers trained and provided access to Harmony SEL and Every Monday Matters curriculum.</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|-------------|--------------|
| 3 | Family/Community Engagement | <ul style="list-style-type: none"> ● Regular Family Communication ensuring awareness of current programs and policies, upcoming opportunities for participation, as well as individual family communication regarding student progress. ● Family/Community Events: These events are designed to support student learning, reinforce school-wide learning goals and invite the community to celebrate youth, come together in community and support SVA's sustainability. <ul style="list-style-type: none"> i. Student exhibitions of learning such as the Science/ engineering fair, SVA's Harvest Festival, Art exhibitions, and student performances. ii. School, Family, Community events such as the SVA Camp-Out and Cookoff iii. Cultural celebrations and events honoring local traditions and tribal heritage (Hopland History project) ● Attendance Engagement using Attendance Works to gather baseline data and set goals, and then assess progress on these goals. <ul style="list-style-type: none"> 1) Home Visits for those that are chronically absent to see what barriers are in place preventing them from getting students to school 2) Incentivizing students that are chronically absent with intrinsic/extrinsic rewards (Bear's Lair) 3) Daily Check ins with students and families to assist with breaking down barriers 4) Attendance Contracts with students/families to help motivate getting students to school 5) Provide students with positive engagement to help them "want to be at school" i.e meeting with their favorite staff member or allowing check in with principal, counselor etc.. | \$119,496 | Y |

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except for the SVA Camp-Out and Cookoff that we were unable to hold due to restrictions from our insurance carrier. We were also not able to train teachers and provide access to Harmony SEL and Every Monday Matters curriculum. The Student Activities action has been successful. The Singing Tree Project exceeded our expectations with the creation of an incredible mural for our campus. We have been able to have a Halloween festival, a science fair, a community partner fundraiser, and then have field trips and our Grand Dedication Ceremony coming soon. Each teacher will bring something from their class to present at the Ceremony.

Our Counselor has worked collaboratively with teachers to provide strong support for student social and emotional well-being. The Bear's Lair has many features that make it a place that students want to go. Students have had a lot of mental health/social emotional needs this year and the counselor has been essential and the Playworks curriculum has also been very supportive. We have been working on the development of the PBIS system with teachers.

Our Family/Community Engagement action has been successfully implemented with regular notifications from ParentSquare. The timing of the notifications can be improved. We have been able to hold all of our in-person events outside this year.

The pandemic has made student attendance challenging this year. Our home visit process initiated but follow up has been difficult with the pandemic. Next year, we have a lot of work to do around refining and communicating attendance protocols to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The differences were due to the need to reduce costs because of lower than projected enrollment.

An explanation of how effective the specific actions were in making progress toward the goal.

The Student Activities and Social Emotional Well-Being actions have been successful as evidenced by zero suspensions or expulsions this year. They have also been successful with 73% of students at a new school during a pandemic expressing they feel connected with the school community. The Attendance Support component of the Family/Community Engagement action has not been effective since both daily attendance at 86.97%(at P-2 reporting) and chronic absenteeism at 43.81%(at the mid-year) are identified areas of need. Despite feedback expressing that students want to come to school, the pandemic has made regular attendance challenging for some families. The Family Communication and Family/Community Events components of the Family/Community Engagement action have been successful as evidenced by 90% of teachers, 80% of parents, and 73% of students feeling connected to the school community.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

SVA has replaced the term stakeholder with educational partner in the goal language and goal description to ensure our language choices are inclusive of all members of our school community.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice. We plan to refine and communicate clear attendance protocols next year and reinstitute our home visit process to follow-up with families of students in danger of becoming chronically absent, but are not changing the details of the action.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$306,918 | \$28,337 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 23.07% | 0% | \$0 | 23.07% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

We do not have achievement data for our students on the CA dashboard since we are a new school.

Actions

Based on a review of the demographics of the students we expect to enroll this year, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have developed a tiered system of interventions providing paraprofessionals to support instruction for students who are struggling. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates with the support of their classroom teacher and the paraprofessionals. The high-quality assessment and data analysis increases services by providing regular assessments and reports to support the effectiveness of the intervention with up-to-date data to drive student

placement in instructional groups and the content of the intervention services. All teachers will receive ongoing instructional coaching from the principal to set goals and identify strategies to improve student outcomes.

Academic Support

English Language Development

Instructional Coaching

Assessments

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim for at least a 15% Reclassification rate and a high rate of English Learner Progress. We plan to use iReady Reading and Math data to gauge progress throughout the year.

B- Student Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals we know that students must feel the school environment is safe and supportive, and we know that families and our larger community are critical partners in the endeavor. Our students from socioeconomically disadvantaged backgrounds and our English Learners may need additional support from our School Counselor and our implementation of Social Emotional Learning resources to support their well-being and remove additional barriers to learning and engagement. These students will also benefit from the use of culturally responsive Restorative Practices to support positive behaviors. Our Social and Emotional Health well-being action adds a school counselor who provides direct services to students in need and coordinates the restorative discipline program, positive behavior supports and interventions and the social emotional learning program for the school, including the Bear's Lair as a dedicated physical space to provide a safe and comfortable place for students to take a break or engage in counseling.

Actions

Social and Emotional Health Well-being

Family/Community Engagement

Expected Outcomes

By implementing strategic actions in support of student social and emotional health and well-being, we hope to achieve our goals in academic growth and achievement and to have a low suspension and chronic absence rate, high daily attendance rates, as well as positive indicators that students feel safe and connected to the SVA school community. We will monitor progress for our Unduplicated students

annually in student engagement (attendance, chronic absenteeism), climate (suspension and expulsion, climate survey). The school leadership team will review the data on these indicators to ensure that our students make steady progress toward the measurable outcomes.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SVA will increase services 24.39% for high needs students through the following LEA-wide actions:

Goal 2, Action 2 Instructional Coaching \$42,000 = 3.16%

Goal 2, Action 3 Academic Support \$38,000 = 2.86%

Goal 2, Action 4 Assessments \$22,100 = 1.66%

Goal 2, Action 6 English Language Development \$38,000 = 2.86%

Goal 3, Action 2 Social and Emotional Health Well-being \$102,500 = 7.7%

Goal 3, Action 3 Family/Community Engagement \$81,896 = 6.16%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SVA is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s):

Goal 2, Action 3 Academic Support (\$38,000) increases the number of classified staff (paraprofessionals) who provide direct services to students in the classroom in the form of small group or individual instruction.

| | | |
|---|--|---|
| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
| Staff-to-student ratio of classified staff providing direct services to students | N/A | Shanel Valley Academy 1:13 |

| | | |
|---|--|---|
| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | Shanel Valley Academy 1:15 |

2022-23 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 1,180,950 | \$ - | \$ - | \$ 155,716 | 1,336,666 | \$ 887,800 | \$ 448,866 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------|------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | Standards-aligned instruction | All | \$ 456,100 | | \$ - | \$ 30,200 | \$ 486,300 |
| 1 | 2 | Curriculum and Instructional Materials | All | \$ 20,600 | \$ - | \$ - | \$ 20,000 | \$ 40,600 |
| 1 | 3 | Broad Course of Study | All | \$ 5,000 | \$ - | \$ - | \$ - | \$ 5,000 |
| 1 | 4 | Health and Safety | All | \$ 210,750 | \$ - | \$ - | \$ - | \$ 210,750 |
| 2 | 1 | Professional Development | All | \$ 1,050 | | \$ - | \$ 7,500 | \$ 8,550 |
| 2 | 2 | Instructional Coaching | All | \$ 42,000 | \$ - | \$ - | \$ - | \$ 42,000 |
| 2 | 3 | Academic Support | All | \$ 38,000 | \$ - | \$ - | \$ 38,000 | \$ 76,000 |
| 2 | 4 | Assessments | All | \$ 22,100 | \$ - | | \$ 4,500 | \$ 26,600 |
| 2 | 5 | Special Education | SPED | \$ 98,484 | \$ - | \$ - | \$ 17,916 | \$ 116,400 |
| 2 | 6 | English Language Development | All | \$ 38,000 | \$ - | \$ - | \$ - | \$ 38,000 |
| 3 | 1 | Student Activities | All | \$ 64,470 | \$ - | \$ - | \$ - | \$ 64,470 |
| 3 | 2 | Social Emotional Well Being | All | \$ 102,500 | \$ - | \$ - | \$ - | \$ 102,500 |
| 3 | 3 | Family/Community Engagement | All | \$ 81,896 | \$ - | \$ - | \$ 37,600 | \$ 119,496 |
| | | | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | | | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | | | \$ - | \$ - | \$ - | \$ - | \$ - |

2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 1,330,376 | \$ 306,918 | 23.07% | 0.00% | 23.07% | \$ 324,496 | 0.00% | 24.39% | Total: | \$ 324,496 |
| | | | | | | | | LEA-wide Total: | \$ 324,496 |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ - |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group (s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|------------------------------|---|----------|---------------------------------|-------------|--|---|
| 2 | 2 | Instructional Coaching | Yes | LEA-wide | All | All Schools | \$ 42,000 | 0.00% |
| 2 | 3 | Academic Support | Yes | LEA-wide | All | All Schools | \$ 38,000 | 0.00% |
| 2 | 4 | Assessments | Yes | LEA-wide | All | All Schools | \$ 22,100 | 0.00% |
| 2 | 6 | English Language Development | Yes | LEA-wide | English Learners | All Schools | \$ 38,000 | 0.00% |
| 3 | 2 | Social Emotional Well Being | Yes | LEA-wide | English Learners and Low-Income | All Schools | \$ 102,500 | 0.00% |
| 3 | 3 | Family/Community Engagement | Yes | LEA-wide | All | All Schools | \$ 81,896 | 0.00% |

2021–22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 815,752 | \$ 188,402 | 0.00% | 23.10% | \$ 207,500 | 0.00% | 25.44% | \$0.00 - No Carryover | 0.00% - No Carryover |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|--|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).